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Designed as a 3-year pilot project, the Booker T. Washington High School Learning Laboratory emphasized the preparation of its disadvantaged Negro students for better job opportunities. Three consecutive experimental groups were to receive special training in language arts and mathematics, as well as special guidance. Three corresponding control groups were to be selected. The program ended after its second year because massive urban renewal and highway construction caused the phasing out of the high school. Rigorous evaluation of the program in terms of employment following high school and academic achievement was thus impossible. However, tentative experimental-control comparisons on post-high school employment, and on academic achievement using the Metropolitan Achievement Test, reveal that the experimental groups were always equal, and sometimes superior, to the control groups. A highly favorable result following the second year was that a large number of students in the initial experimental groups stayed in school in spite of urban renewal problems. See ED 019 704 for "Guidance Units" used in the project. [Urban renewal maps, pages B1 and B2, are not included with the document because of their marginal reproducibility.] (EM)

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FINAL REPORT
Project No. 5-0050
Contract No. OE-5-85-073

LEARNING LABORATORY TO TEACH BASIC SKILLS IN A CULTURALLY DEPRIVED AREA

July 1968

BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL

MIAMI, FLORIDA

Nicholas H. Borota, Principal
Gladys M. Veitch, Coordinator

UD009 238

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July 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Booker T. Washington Junior-Senior High School

Miami, Florida

Overview of the Program

Introduction. The Booker T. Washington High School Learning Laboratory was initiated in September, 1965, in compliance with provisions of the contract of Federal Project No. 437A between the Dade County Board of Public Instruction and the United States Commissioner of Education. Consistent with the provisions of Section IV-C of the Vocational Education Act of 1963, the program was designed to emphasize the development of skills, attitudes, and social understandings that might lead to greater financial security through better job opportunities for the disadvantaged Negro youngsters served by Booker T. Washington High School.

A major premise of the original proposal was that far too few of the young people served by this isolated Negro high school in the past have been able to benefit from the usual variety of vocational courses normally available to high school graduates simply because they have lacked the basic skills so necessary in today's competitive job market. In keeping with this premise, the Learning Laboratory program was designed to provide special training in language arts and mathematics. A block of time was set aside for a special guidance program oriented toward integration of the basic skills into a functional and useful life pattern.

The program was designed to serve as a three-year pilot project with the implication that careful evaluation at one-year intervals would determine the feasibility of continuing and expanding the Learning Laboratory concept beyond the initial three-year contract. Toward this end the pilot program was structured so as to provide special training for three consecutive groups of tenth, eleventh, and twelfth grade students "preparatory to entrance into vocational training or employment." An experimental design was developed to provide an objective evaluation of program results in terms of measurable achievement in the basic skills. Plans were carefully developed for an annual follow-up of graduates and a final follow-up and overall evaluation of the project at its conclusion.

Unfortunately, the original design for the evaluation of the effectiveness of the program was vitiated by two relatively unexpected events; namely, massive urban renewal, and the construction of a major expressway complete with a multilevel interchange centered in the very heart of the district (see Appendix B-1 and B-2). This forced a mass exodus from the neighborhood and a severe attrition of both Experimental and Control subjects which, in turn, led to a decision by the school board to phase out the senior high school at the end of the second year and thus to a

premature termination of the program. The fact that attenuation was more severe in the case of the Control group added to the difficulties connected with reduced sample sizes and unequivalence of the groups, and the possibility of a selective bias. Perhaps even more fundamentally devastating to the statistical analysis of the program and its evaluation are the differential effects which the announcement made at the beginning of the second year that the senior high school would be phased out might have had on the performance of the student body. The Control group seemed to lose interest; the Experimental group seemed to have reacted with increased motivation. In summary, it would seem reasonable to suspect that any attempt at rigorous evaluation of the project from the standpoint of academic achievement after the first year of the project can, at best, be described as tenuous.

The Program. The project was conducted in Booker T. Washington Junior-Senior High School, operated under the auspices of the Dade County Board of Public Instruction. Because of its location in Miami's Central Negro District, the school has always had a totally segregated student body. It has, however, a proud tradition in the Negro community dating back to its inception some five decades ago. In fact, it has typically occupied a position of relative leadership among the Negro schools of the county, particularly in the area of sports, as evidenced by a vast display of athletic trophies accumulated over the years. Even as the Negro community expanded to other areas of greater Miami, Booker T. Washington maintained a strong sense of loyalty and school spirit.

The program operated in a three-room suite on the third floor of the school which was reserved and completely remodeled as a home for the program. The floors were carpeted, walls were paneled, and air conditioning units were installed in order to make the Laboratory the most attractive area of the school.

In keeping with the program format, the rooms were arranged so that mathematics and language arts activities were conducted in the end rooms with the guidance program occupying the center room. This organization allowed flexible scheduling so that the academic time periods could overlap with each other when necessary. Staff offices and work areas were also provided in close proximity to the Learning Laboratory.

From its inception, the Learning Laboratory program was under the obviously capable direction of Mrs. Gladys Veitch as Project Coordinator. One of the striking observations reported by observers of the program was the rapport which existed between Mrs. Veitch and the students. She did not merely conduct the program from her office--the obvious esteem the students held for her could hardly fail to be conducive to a productive operation.

The first year of the project got under way with a staff of fourteen including one coordinator, one secretary, one illustrator, three curriculum writers, two guidance counselors, and six teaching specialists. The first year contract provided for the illustrator and the three curriculum writers. Requests for funds to continue their services were denied. At the termination of the project's operation at the end of the second year, the remaining teachers were absorbed into the regular Dade County school program, leaving the coordinator, the guidance specialist, and the secretary the only full time staff members. Mrs. Marian Shannon remained with the program as the guidance specialist, charged with the responsibility for certain phases of the final follow-up.

Although the Experimental subjects spent a substantial portion of their time in the Learning Laboratory in a non-graded situation, they joined other members of the regular program (sophomores, juniors, and seniors) for classes and for all other activities including after school enrichments. In no way could the Experimental subjects be considered isolated from the rest of the student body, except for the three-period block covered by the Laboratory program.

Annual research reports were presented in June of 1966 and again at the end of the 1967 school year. The present report covers the final follow-up one year after the termination of the program and incorporates a brief overview of the whole operation in order to put the entire project into perspective.*

Research Design. The study was based on the relative performance of matched groups of 90 Experimental and 90 Control subjects in each of Grades 10, 11, and 12 for the two years of operation of the program. The number of subjects totaled 270 Experimentals and 270 Controls in the original samples with another 90 Experimental and 90 Controls added at the Grade 10 level during the second year to replace the Grade 12 group graduated the end of the first year.

The statistical design of the study involved analysis of covariance in the treatment of data at the end of both the first and the second years of operation. Since the two academic areas receiving major emphasis in the Learning Laboratory were language arts and mathematics, two separate analysis were conducted for each grade level. In the first instance, the two groups were compared on the basis of academic achievement in language arts and

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*The original reports should be consulted for a more complete discussion of the first two years of operation.

social studies as measured by the first seven subtests of the Metropolitan Achievement Test battery. Initial status in this area was assessed by the School and College Ability Test total score and a composite of two initial reading scores on the Metropolitan Achievement Test and the California Achievement Test. The second comparison was made on the basis of mathematics and science achievement as measured by the four remaining subtests of the Metropolitan battery. For this comparison, initial status was statistically controlled by use of the School and College Ability Test total score and the sum of the two more recent arithmetic achievement scores (California and Metropolitan) as covariates. The analysis of the data at the end of the second year followed the same design except that it compared the relative performance of the Experimental and Control groups for both the one-year interval for each of the three grade levels and the two-year period since the inception of the program for the students from the original Grade 10 and Grade 11 groups still in the program.

Results. The evaluation of the program encountered various obstacles from the start. The relative inadequacy of students' records in a population of this kind—with its high level of mobility, irregular attendance, reluctance to take tests, etc.—made the matching of Experimental and Control groups difficult, especially in the rush of getting the program under way. This situation was not in itself disastrous, since the expected student mortality was bound to make serious attempts at precise matching inadvisable, i.e. the expected student mortality was bound to disturb any equivalence that careful matching could provide. As has been mentioned, however, a number of factors combined to bring about student mortality of unexpected proportions and questionable randomness. This mortality rendered precarious any attempt at rigorous statistical interpretation of the data, particularly at the end of the second year.*

Analysis of the first-year data revealed a systematic tendency for the Experimental groups to outgain their Controls. These differences were most impressive in the case of the younger subjects; the Grade 10 Experimental group was significantly superior to the Control on the seven language arts and social studies subtests. The differences in the area of mathematics were also in favor of the Experimental subjects but not statistically significant. In the case of Grade 11, again the differences in all

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*The fact that the construction of a gigantic expressway literally cut the target area in half during the first year of the program must be taken into account. (See Appendix B-2)

areas favored the Experimentals, but only in the mathematics-science area did the differences reach statistically significant proportions. On the other hand, the twelfth grade showed statistically significant differences in favor of the Experimental group in both language arts-social studies and mathematics-science.

The results registered at the end of the second year, while in favor of the Experimental group on an overall basis, were considerably less conclusive. It should be kept in mind that attenuation of unexpected magnitude rendered interpretation of data extremely tenuous, and in the case of Grade 12 subjects simply impossible. It may also have had the effect of obscuring the hoped-for cumulative effects of the program.

Some attempt was made to analyze some of the more subjective aspects of the program. Unfortunately, some of these data, while perhaps of prime significance in the light of the true objectives of such a program, were difficult to document and are, therefore, of dubious scientific status. Counselor ratings, for example, had to be abondoned when it became clear that the counselors did not know the Control subjects well enough to rate them.

It is quite likely that the feature of the project's operation most likely to strike the casual observer was the free and obviously productive climate that permeated the whole operation of the Experimental classes. There were also indications that the Learning Laboratory, with its emphasis on good grooming, courteous behavior, and serious attitude toward school activities had a marked influence on the rest of the student body. Teachers close to the scene as well as more objective observers reported that within a short time after the inauguration of the program, a noticeable improvement in grooming and deportment among students throughout the school became evident. It also became apparent that the teachers from the regular program, acting as aides in the Learning Laboratory, borrowed freely many of its procedures and materials for use in their own classrooms. This latter situation, while possible exemplifying good educational practice, undoubtedly contaminated the research findings by tending to minimize the relative superiority of the Experimental groups over their Controls.

The Current Analysis

The program was discontinued one year prematurely in June, 1967, with the phasing out of Booker T. Washington as a senior high school and the reassignment of students to other schools in the system. Actually, many students, particularly from the Control groups, moved out of the district throughout the period of the

program as they became displaced through urban renewal (or in anticipation of such displacement). The general exodus was accelerated toward the end of the 1966-67 school year as housing in the neighborhood became scarce. The realization that the school would no longer operate as a senior high school undoubtedly encouraged many of the Control students and their parents to relocate without waiting for the end of the school year. Interestingly, many of the Experimental subjects chose to continue their attendance and participation in the Learning Laboratory at great personal sacrifice even after moving from the area. No such willingness to continue attendance at Booker T. Washington Senior High School during its last year of existence was apparent among Control subjects. The greater holding power of the project was also evident throughout its operation in the significantly higher attendance on the part of the Experimental subjects.

The present analysis consists of a description of the follow-up of the former participants in the Learning Laboratory and their Controls. The data were collected through a vigorous effort on the part of Mrs. Marian Shannon, who headed the guidance component of the Learning Laboratory program during the two years of its operation. She was assisted by other members of the staff in her often frustrating efforts to locate former students in order to identify evidence of the beneficial effects, if any, of enrollment in the program. A concentrated effort over a period of four months yielded the data presented in this section of the report.

An example of the difficulty encountered by the guidance specialist in her attempt to collect data is her report that only 25% of the addresses of 1966-67 graduates located in the Area No. 1 of the Central Negro District (see Appendix B-2) were found to exist when she attempted to locate them. In many cases, she learned of the nonexistence of an address when she arrived on foot at the site where a house or an apartment complex once stood. The cost of tracing some of the former subjects of this study, many of whom, as far as could be learned had left the city, obviously became prohibitive. Many could be traced only through following successive leads as to their whereabouts.

Fortunately, former students living in Areas 2 and 3 were easier to locate. Families living in these areas tended to be home owners and consequently more geographically stable. This condition suggests a bias in the data comprising this phase of the report, the direction and magnitude of which it would be impossible to assess.

This section of the report includes a discussion of three groups of subjects; graduates of 1965-66, graduates of 1966-67, and those students who left the program at the end of the 1966-67 school year as a result of the premature termination of the project.

Graduates of 1965-66. An impressive 98% of the 1965-66 Experimental subjects as against only 63% of their Controls were located in the follow-up. Whatever the reason for this imbalance, whether it be a greater esprit de corps and consequent loyalty to the program on the part of the Experimentals or some other unidentifiable variable, rigorous statistical analysis is obviously ruled out. A chi-square analysis, although assigning more status to the data than is likely warranted, can be useful in pointing out trends, however. Table 1 shows a 2 x 4 comparison of the Experimental and Control 1965-66 graduates on the basis of college enrollment, military enlistment, upgraded employment, or miscellaneous (defined as day labor or unemployed). The overall chi-square value of 11.99 is statistically significant beyond the .01 level of significance. To the extent that the obtained data can be judged representative of these two groups, it would seem that proportionately fewer of the Experimentals than of the Controls are enrolled in college. On the other hand, proportionately more of the Experimental subjects are in military service or hold jobs classified as "upgraded" and fewer hold day labor jobs, are unemployed, or are married and not working. (See Appendix A-1 for individual data.)

Graduates of 1966-67. The accelerated progress of urban renewal during the second year drastically limited the number of the graduates from the original Experimental and Control groups.* Only some 77% of the original Experimental group and less than 50% of the Control group could be located. Again, despite awareness of the incompleteness of much of the data, the contrast between the two groups is shown in Table 2. Interestingly, the 1966-67 graduates from the original Experimental and Control groups were not statistically different in post-program status as classified according to the same categories as in the previous comparison.

Students Transferring to Other Schools. At the end of the 1966-67 school year, all subjects, both Experimental and Control, who would have been in the final year of the project were forced to transfer to other schools by the phasing out of Booker T. Washington as a senior high school. Roughly 80% of these Experimental youngsters were traced to eight Dade County schools. The corresponding percentage of the Controls traced to other Dade

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*As students left school during the year, others were selected to take their places in the Laboratory program. These latter, of course, were not considered in the earlier analysis nor in this follow-up endeavor.

County schools was 78%. The Guidance Specialist, Mrs. Marian Shannon, interviewed the guidance counselors of these schools in an attempt to get an informal evaluation of their progress and adjustment. Unfortunately, the unavailability of end-of-year grades at the time the report was available made it impossible to compare statistically the academic performances of the two groups of subjects who transferred to other schools. Anyway, the presence of a likely selective bias would present obvious difficulties in interpretation. Reports from the various school counselors and other officials of the schools indicate that the former Booker T. Washington students have generally adjusted effectively to their new situations. Interestingly, a number of comments made by counselors to the guidance specialist expressed mild surprise at the courtesy and good grooming of the former Booker T. Washington students. Perhaps the program resulted in lasting benefit for the Control as well as the Experimental youngsters.

Summary

The effectiveness of the program during its first year was evaluated through a comparison of the performance of the Experimental and Control groups on the Metropolitan Achievement Test administered during the first semester and again at the end of the academic year. All comparisons favored the Experimental groups. They did so both with respect to simple *t*'s and also after adjustment through analysis of covariance for initial differences in intellectual and academic status. The Experimental group was particularly superior in their performance in social studies study skills, science information, and spelling.

On the other hand, the superiority of the Experimental group was not significant in a number of comparisons, nor was there indication of increased superiority cumulating over the period of the year. The end-of-year results were, if anything, less favorable to the Experimental group than those of the first semester.

The effectiveness of the program during its second year of operation was again evaluated through analysis of covariance using the Metropolitan Achievement Test subscores as dependent variables. The data showed that except for a tendency for the Experimental group to outperform the Control group in mathematics and science achievement, the Experimental and Control groups were essentially equivalent on most criterion measures.

It is probable that the most significant thing that can be said in favor of the Experimental program at the end of the second

year is with respect to the program's holding power. A substantially greater percentage of the initial Experimental groups stayed in school in spite of the problems associated with urban renewal.

A number of intangible benefits of the program attracted the attention of observers—improved attitudes, dress, etc., which, although not amenable to statistical documentation, probably represent real contributions of the Experimental program. These benefits derived from the guidance aspect of the program were not restricted to the Experimental group but permeated the whole school. It is also likely that this effect also tended to minimize the expected superiority of the Experimental group. In general, the project followed the pattern of similar projects elsewhere. New York City's Higher Horizons Project showed dramatic gains when it operated at full strength. Its later success, on the other hand, was considerably less dramatic.

As might have been expected from the foregoing, the follow-up of the participants and their Controls proved to be difficult undertaking. Persistent effort yielded relatively encouraging data as to the post-project status of both the graduates and the transfers from the project, a rather large number of the graduates were in college; many were employed in upgraded positions. A number of the boys were in the Armed Forces. Unfortunately, the likely presence of a selective bias in the location of the former students made inadvisable any attempt at Experimental-Control comparison whether by subgroup or on an overall basis. It also seems logical to assume that a program of this kind demonstrated that it cannot be isolated from the rest of the school. Although such evidence is difficult to document, there are indications that its beneficial effects carried over to the operation of the whole school.

TABLE 1

Comparison of Experimental and Control Groups

of 1965-66 Graduates on Basis of

1968 Follow-Up

	EXPERIMENTAL n = 88 of 90	CONTROL n = 57 of 90	TOTAL
COLLEGE	23 (28)	23 (18)	46
ARMED FORCES	25 (20)	8 (13)	33
UPGRADED JOBS[1]	29 (24)	10 (15)	39
MISCELLANEOUS[2]	11 (16)	16 (11)	27
TOTAL	88	57	145
	$X^2 = 11.99$	d.f. = 3	$p < .01$

NOTE: Theoretically expected frequencies are shown in parentheses.

[1]Jobs with established firms such as Southern Bell Telephone Company, Sears, Roebuck and Company, etc., which carry possibilities of advancement.

[2]Unemployed, day labor, married (housewife).

TABLE 2

Comparison of Experimental and Control Groups

of 1966-67 Graduates on Basis of

1968 Follow-Up

	EXPERIMENTAL n = 69 of 90	CONTROL n = 27 of 90	TOTAL
COLLEGE	32 (29)	8 (11)	40
ARMED FORCES	7 (9)	5 (3)	12
UPGRADED JOBS[1]	15 (15)	6 (6)	21
MISCELLANEOUS[2]	15 (16)	8 (7)	23
TOTAL	69	27	96
	$X^2 = 2.43$	d.f. = 3	N. S.

NOTE: Theoretically expected frequencies are shown in parentheses.

[1]Jobs with established firms such as Southern Bell Telephone Company, Sears, Roebuck and Company, etc., which carry possibilities of advancement.

[2]Unemployed, day labor, married (housewife).

Appendix A

SIGNIFICANT FINDINGS FROM THE FOLLOW-UP OF THE COMPLETED FEDERAL PROJECT NO. 5-0050

BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL

MIAMI, FLORIDA

Submitted by
Nicholas H. Borota, Principal
Gladys M. Veitch, Coordinator
Marian H. Shannon, Guidance Specialist

The participation of students in the Learning Laboratory experiment contributed, immeasurably, to their academic readiness, their quests for saleable skills in upgraded jobs, and it gave them other residual benefits.

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1. Urban Renewal and Displaced Students
2. Post Urban Renewal Plan

Urban Renewal Maps, pages B_1 and B_2, removed from document, because of their marginal reproducibility.

DESCRIPTION OF PROCEDURES

In order to gather information for this report, two distinct groups were set up and procedures followed accordingly; a search for graduates, and a follow-up of senior high school participants. Form letters, questionnaires, and tally sheets were used to obtain data for verification.

I. The Search for Data

A. The following methods were used to secure information about graduates:

1. Telephone contact with the student involved.

2. Personal interview with the student involved.

3. Telephone contact and/or personal interview with the parents or close relatives of the student involved.

4. Conversation with close friends who had verifiable evidence--letters, personal interests, etc.

5. Questionnaires, form letters, etc., mailed to homes where no personal contact was made, after a visit by the guidance specialist.

B. The following methods were used to follow-up the eleventh grade and twelfth grade students who were enrolled in Dade County high schools:

1. Letters were sent to each assistant principal for guidance in the eight schools where students had indicated, by spring registration preference, they would attend in September 1967.

2. An appointment with counselors involved with the students was requested and a copy of potential registered students was enclosed.

II. The Procedure for Verifying Data

A. Information gathered by the guidance specialist was verified in the following ways:

1. Personal contact with individuals.

2. Personal interview with relatives, parents, or interested persons.

3. Contact with employers or individuals at the same work location.

4. Correspondence — letters of inquiry and reply.

5. Personal interviews with counselors involved with high school students who participated in the experiment.

III. Field Areas and A Typical Day

A. The nature of the areas to be covered and time spent in gathering data made it necessary to divide sections geographically.

Area 1 - Central Negro District (See Appendix C-1)

Area 2 - Liberty City — encompassing Northwest Seventh Avenue, East to Northwest Thirty-Second Avenue, West; Northwest Thirty-Sixth Street, South to Northwest Eighty-Eighth Street, North. (See Appendix C-1)

Area 3 - Fringe Areas — including East of Seventh Avenue and Opa Locka. (See Appendix C-1)

In the Central Negro District, approximately 90% of the 1966 and 1967 graduates' addresses were listed, but individual canvas of each address revealed less than 25% stability, as a result of Urban Renewal. In addition to checking out each address, it was necessary to seek change of address information from various sources.

Students in Areas Two and Three were located with greater ease.

B. A Typical Day

A typical day in Area 1, with a listing of seventeen addresses and a four-hour canvas, revealed that seven houses were vacant, one block completely razed and only four contacts with students or parents consummated.

IV. Conditions Under Which Field Research Was Accomplished

A. Transportation

1. Regrettably, the cost of operating the automobile was not considered in setting up the research program.

2. Areas to be covered were widespread, and the renewal areas had undesirable roadbeds.

B. Human Relationships

1. Some relatives were reluctant to give information to the guidance specialist.

2. Addresses had to be checked in partially-tenanted buildings.

3. Inhabited areas were interspersed with vacant houses and apartment buildings often used by vagrants.

4. In two instances, intimidation with animals was designed to create fear in the guidance specialist.

C. Urban Renewal

1. Some addresses had changed from family housing to light industry, i.e., lumber yard, nursery.

2. It was difficult to trace families that had moved several times, after leaving the last known address.

FIELD RESEARCH

A systematic canvas of the students, their parents, guardians, and other interested personalities revealed data which has been presented, graphically, as an Appendix (A) to this report. Other data considered by the guidance specialist to be germaine has also been indentified.

In order to further present the information obtained, the following interpretations of the findings are offered:

I. Graduates of 1966

A. Experimental

Ninety-six students were enrolled in the program. This figure includes forty-nine males and forty-seven females. 90% of these students were traced.

Position	% Male	% Female
Armed Forces	51	—
Junior or Senior College	14	34
Special Training	4	6
Upgraded Employment*	4	34
Other Employment	6	4

*Jobs with more status/wages/dignity.

B. Control

Only 47% of the eighty-five Control students could be traced. The largest per cent identified in any one category was female.

Employment: 4% in upgraded jobs and 23% in employment as domestics, hospital aides, etc.

20% of the males were traced to the Armed Forces.

II. Graduates of 1967

A. Experimental

Urban renewal was a decided disadvantage in pursuing the 1967 graduates. There was a high per cent of

withdrawals, and this made it necessary to shift students and include new students in the experiment.

60% of the 109 students were traced. 36% of the fifty-one males and 53% of the fifty-eight females revealed:

Position	% Male	% Female
Armed Forces	21.5	----
Junior or Senior College	27.4	29.3
Special Training	1.9	10.3
Upgraded Employment	5.8	10.3
Other Employment	19.6	13.7

B. Control

Over one-half of this group was traced. 54% of the ninety-eight students. 53% of the forty-three males and 56% of the fifty-five females were traced. The most significant change is revealed in the number traced to higher education -- 21% male and 25% female.

A small per cent of the students in each of the above groups was unemployed. Where the guidance specialist found a student interested in changing this status, job referrals and follow-up were made through the efforts of the guidance specialist. As this report is being completed, four students have already been placed on jobs or involved in special training programs as a result of the referrals.

Learning Laboratory males of the 1967 graduating class showed a 13% increase in enrollment in higher education. However, there was a 5% drop in enrollment of females over the 1966 Laboratory graduates. The range of jobs held by females show a greater diversity over those of 1966.

Control data reveals that 25% of the females and 21% of the males enrolled in higher education. This is a 25% increase over the 1966 group. The per cent of females enrolled changed from 9% in 1966 to 25.4% in 1967. There was a significant difference in the type of jobs available to females in 1967.

III. Graduates of 1965

Since graduates of 1965 reflect the student population in this study, and since the beginning of the physical

changes in the community also affected this group similarly, a tabulation of the follow-up of the 1965 graduates compiled by the Guidance Staff in the first follow-up study (1965-66) is included. It should be noted here that the Guidance Staff was not affiliated with the Federal Project No. 437A. In addition, no special emphasis was placed upon specific training of any group within the 1965 graduating class, and no comprehensive follow-up was made.

A. Information from the Guidance Staff shows that 139 of the 225 listed graduates were traced.

26% of the fifty-nine males and 36% of the eighty females were identified below:

Position	% Male	% Female
Armed Forces	35.5	1.2
Junior of Senior College	28.8	62.5
Special Training	----	1.2
Upgraded Employment	1.6	7.5
Other Employment	33.8	28.7

A cursory look at the data presented shows a greater relationship between the 1965 graduates and the Control groups — 1966 and 1967 than the Experimental group from the Learning Laboratory. An outstanding number of the 1965 graduates was traced to higher education and the Armed Forces; however, their success in this area was not pursued in this study. With few exceptions, no positions were verified.

Eight Dade County high schools enrolled the tenth grade and eleventh grade students who were in the Experimental and Control groups for the 1966-67 school "phase out" year. An average of 4½ hours was spent in each school interviewing the counselors assigned to these students. Carol City High School and Coral Gables High School conveyed information via mail, and Miami Senior High School interviews with counselors were conducted via telephone. Three telephone conferences were made by the guidance specialist to cover additional information.

In general, statistics would indicate that females were more responsive to questionnaires and easier to locate than males. Students in the Learning Laboratory experiment had a higher response rate than those who were not directly involved in specific feedback to the school.

Where research revealed students working and attending college or special training, they were categorized according to the greatest number of hours spent in each pursuit. Thus, a student may have a listing as employed, while at the same time attending classes part time. This report, then, does not accurately reveal the number of students who may be involved in the world of work or in pursuit of part time study. However, the majority of students attending Miami-Dade Junior College may be identified with some part time job which has been secured individually or arranged by the college according to class scheduling. This is especially true of students on work scholarship programs and the JFK Study Program.

While the records of students in the Experimental and Control groups do not show a significant difference in academic excellence, the reports of their success in areas of human relations and personal adaptation give the Experimental students a definite plus in the application of principles emphasized in the project.

Statistics show a large number of Experimental students working in upgraded positions. There is also a trend toward securing special training to obtain jobs now available or forthcoming. Favorable comments have been received from counselors and employers about the students' positive approach to the world of work and their personal commitments to solving their own problems. Although the number involved does not indicate a significant trend, the ratio of Experimental students to Control students in the "usual" jobs may be interpreted to indicate a greater desire, created by the Laboratory program, to change the "image" of the Negro worker in the United States.

The above notations may seem unimportant to the reader, but to the participants in the program this is a decided break-through, both externally and internally.

Externally, consideration of the complex dualty that existed between the races is significant. While the project cannot be cited as the sole catalyst in bringing about acceptance of job applicants, upgrading the type of jobs available, and giving special training, it can boast of a more cognizant and better-oriented applicant for the employer, and internally, it can be credited with nurturing a more wholesome personality imbued with personal dignity and worth.

OBSERVATIONS BY THE GUIDANCE SPECIALIST

Through personal contact with students, it was notable to see the difference in the two groups. Those who were in the Learning Laboratory were able to verbalize freely with the guidance specialist. They answered the telephone and participated in conversation with greater ease and with much more finesse. While the intervening variable may be based upon past relationships with the guidance specialist, the retention of principles and practice of these principles are indeed laudable.

In spite of the location and type of housing, there was an obvious effort on the part of most students to keep their homes clean. Their personal appearance was also exemplary. Before checking the record, it was not difficult to identify those students who had been exposed to the special units in the Laboratory program.

It was easier to find families in Areas Two and Three. There seemed to be a tendency here for families to be home buyers and much more stable. In most cases, both parents were working. When there was difficulty in locating students in these areas they were living in apartment houses and the guidance specialist did not have the apartment number.

Most of the students in the Experimental group had immediate and long-range goals, and they had more realistic plans for implementing those goals. The "self-help" attitude was quite evident. Students are still working full time or part time on jobs acquired while still in school; some have been upgraded in these jobs and others are looking forward to evening classes to further assure their promotions. Some of the students who have accepted menial jobs are enrolled in special training for cashier, computer operator, and also some business courses, especially typewriting.

Many of the students have taken advantage of the alternatives in preparing themselves for the world of work. They are enrolled in full time programs sponsored by the Florida State Employment Service in cooperation with other agencies; Manpower Training Programs of EOPI, and other special programs which are designed to give them training for immediate employment in the Dade County area. The students from the Learning Laboratory have learned to keep in touch with the high school, and whenever possible information regarding jobs and training programs has been disseminated.

While the number of job opportunities for high school graduates have increased, there is still a void in the type of jobs which would help to enhance the image and dignity of the Negro student. The number of upgraded positions indicated by the information

obtained, however, seems to be a rallying point for the recent graduates. They are taking advantage of the junior college courses here at home, and they are seeking better training in order to obtain the jobs that are now available. Seldom did the guidance specialist find any student who had given up completely. In those rare cases, they had not been exposed to the Learning Laboratory program.

A perusal of the records and conversations with school counselors revealed that students who are continuing their high school education at other schools in the county are exemplifying the kind of attitudes that have been stressed in the Laboratory program. Their academic performance is similar to that of past years, but in some instances they have more difficulty competing. Yet, they are accepting this as a challenge rather than a defeat. The students who were contacted on campus and elsewhere indicated a determination to attain their immediate goals--studying hard to pass their courses, and learning all they can in the process. Where it may have been possible to blame someone for their shortcomings or inabilities, they were quick to indicate that they probably had not exhausted every means of approach to the problem or situation. Although there is a tendency to "put your best foot forward" in a new situation, there seemed to be a more widespread and deeper feeling of dedication than superficiality of showmanship.

The effect of the Learning Laboratory program upon the students involved in the process will not be adequately assessed in this follow-up. There is no doubt, however, that the existence of such a program enhanced the lives of the majority of the students, and spilled out into the community to the extent that mores' and stereotype ideas have been modified to meet the challenge it has presented.

SIGNIFICANT FINDINGS FROM THE FOLLOW-UP OF THE COMPLETED FEDERAL PROJECT NO. 437A

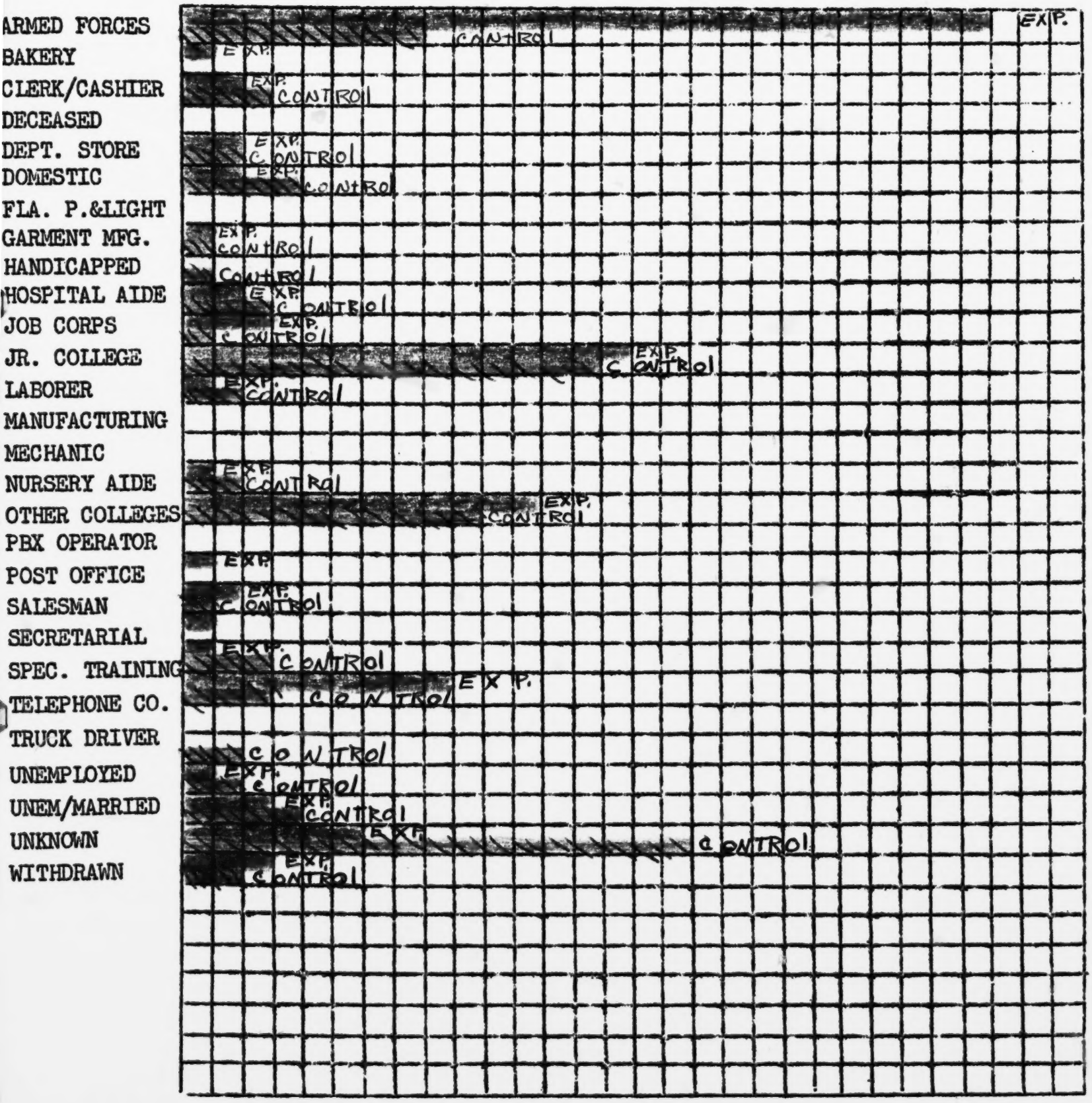
BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, MIAMI, FLORIDA

1966 Graduates of the Experimental and Control Groups

Experimental Group 96

Control Group 85

EXP. = EXPERIMENTAL GROUP
CONTROL = CONTROL GROUP
□ = 1



SIGNIFICANT FINDINGS FROM THE FOLLOW-UP OF THE COMPLETED FEDERAL PROJECT NO. 437A

BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, MIAMI, FLORIDA

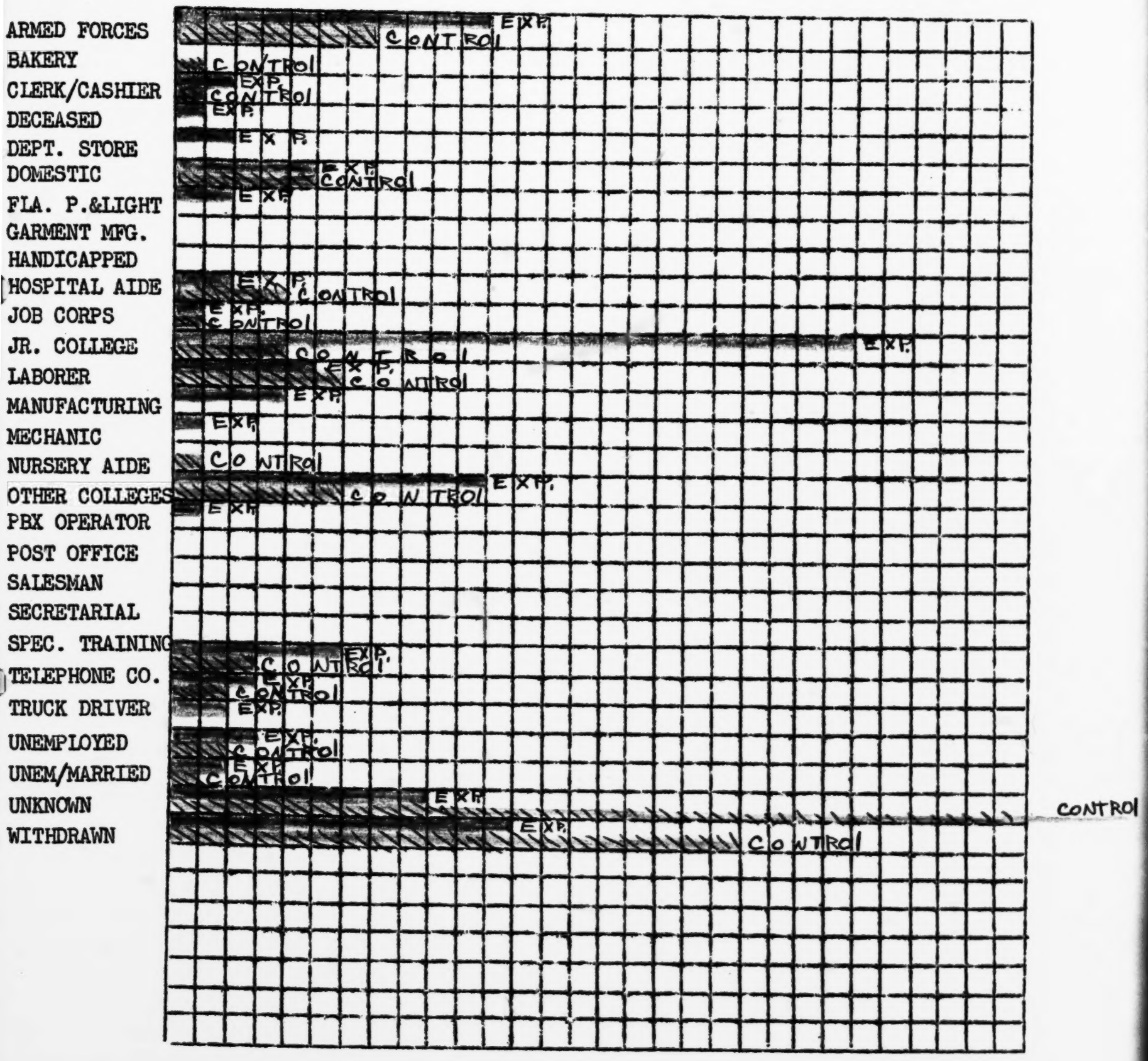
1967 Graduates of the Experimental and Control Groups

Experimental Group 109

Control Group 98

EXP. = EXPERIMENTAL GROUP
CONTROL = CONTROL GROUP

= 1



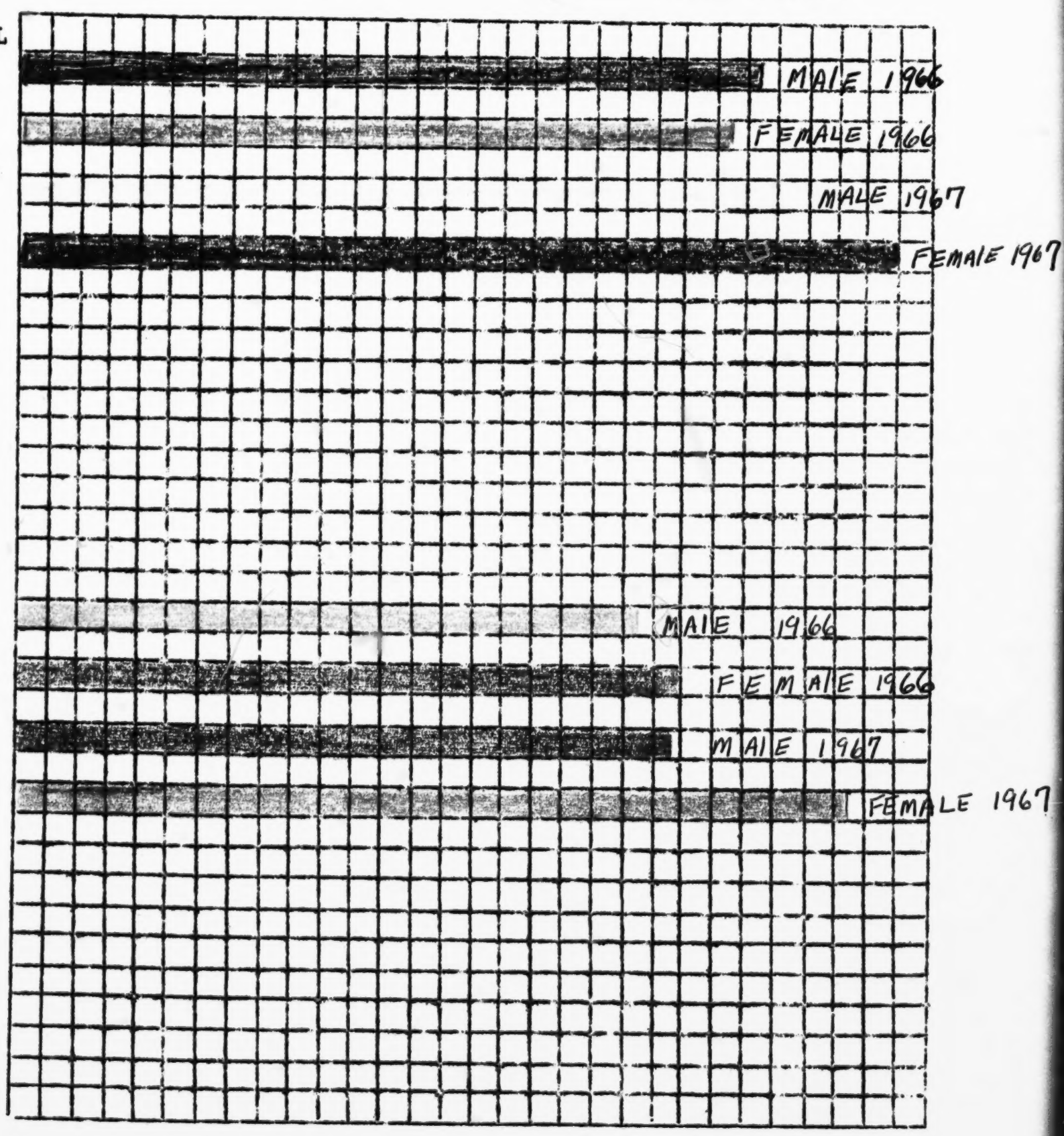
SIGNIFICANT FINDINGS FROM THE FOLLOW-UP OF THE COMPLETED FEDERAL PROJECT NO. 437A

BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, MIAMI, FLORIDA

Number of Male and Female Experimental and Control Participants
1966 and 1967 Graduates

Experimental	1966	1967	Control	1966	1967
Male	49	51	Male	41	43
Female	47	58	Female	44	55

□ = 2



SIGNIFICANT FINDINGS FROM THE FOLLOW-UP OF THE COMPLETED FEDERAL PROJECT NO. 437A

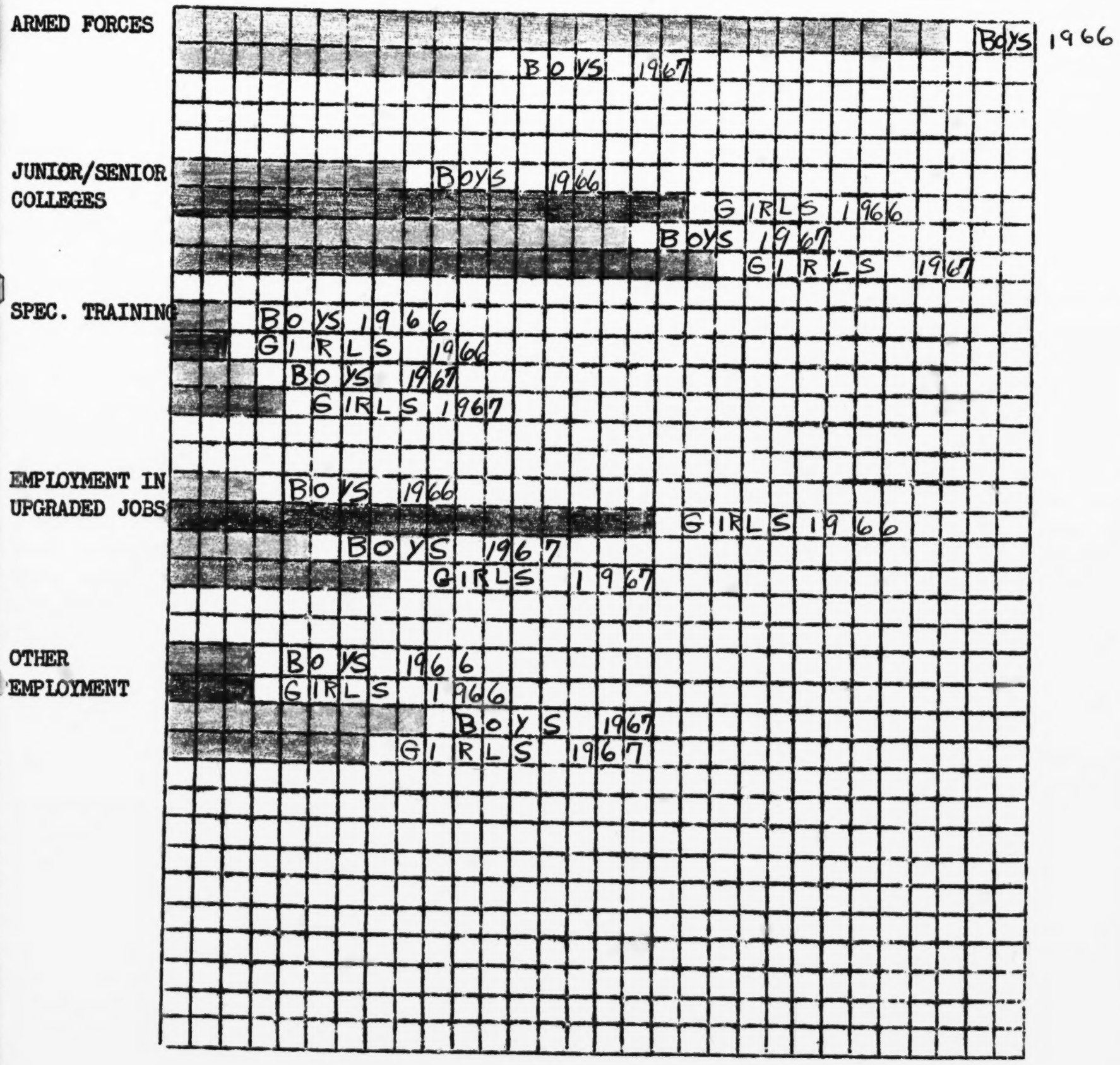
BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, MIAMI, FLORIDA

A Comparison of 1966 and 1967 Experimental Graduates
Engaged in Meaningful Pursuits

1966 Boys 43 Girls 40

1967 Boys 44 Girls 38

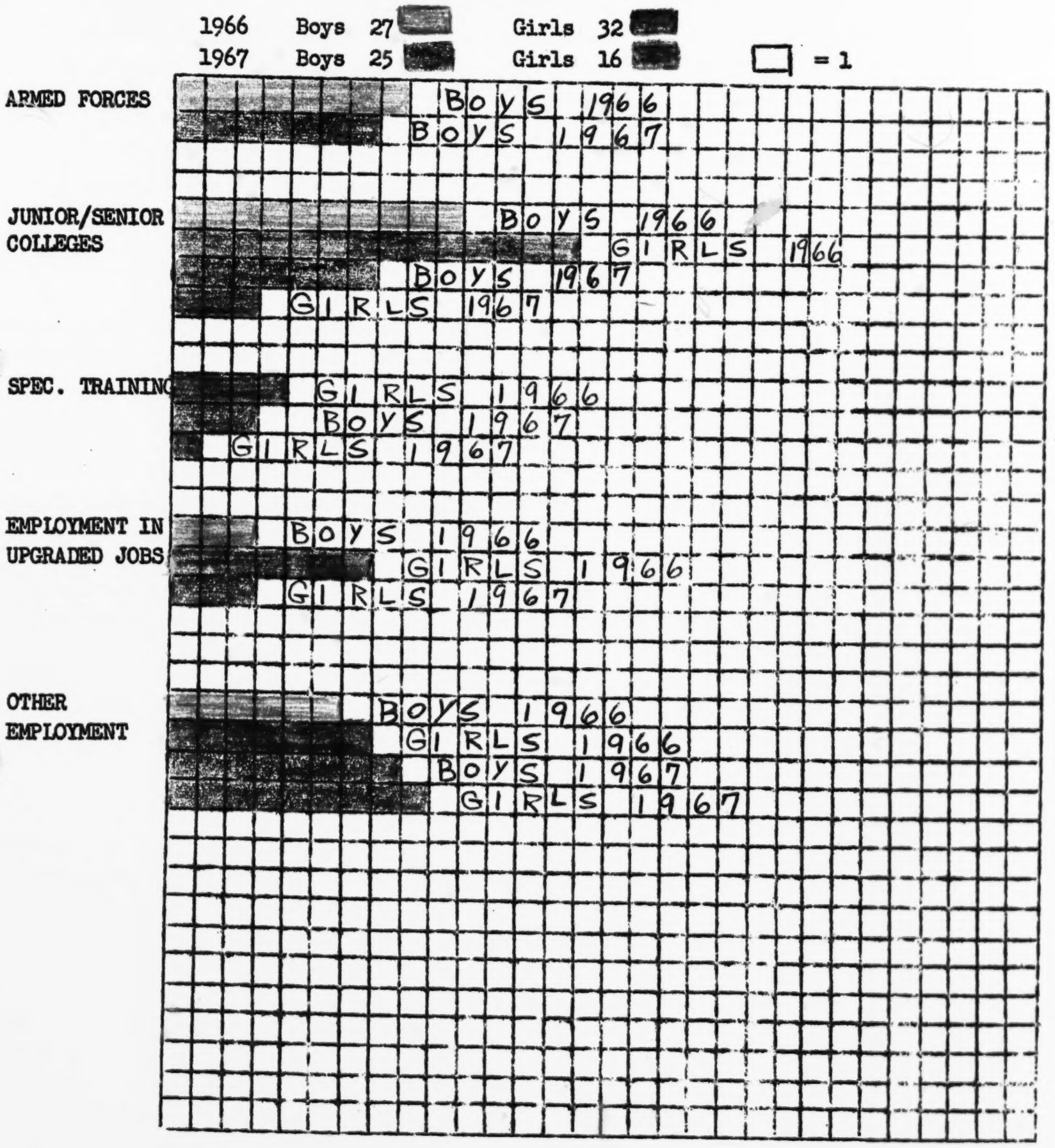
□ = 1



SIGNIFICANT FINDINGS FROM THE FOLLOW-UP OF THE COMPLETED FEDERAL PROJECT NO. 437A

BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, MIAMI, FLORIDA

A Comparison of 1966 and 1967 Control Group Graduates
Engaged in Meaningful Pursuits



SIGNIFICANT FINDINGS FROM THE FOLLOW-UP OF THE COMPLETED FEDERAL PROJECT NO. 437A

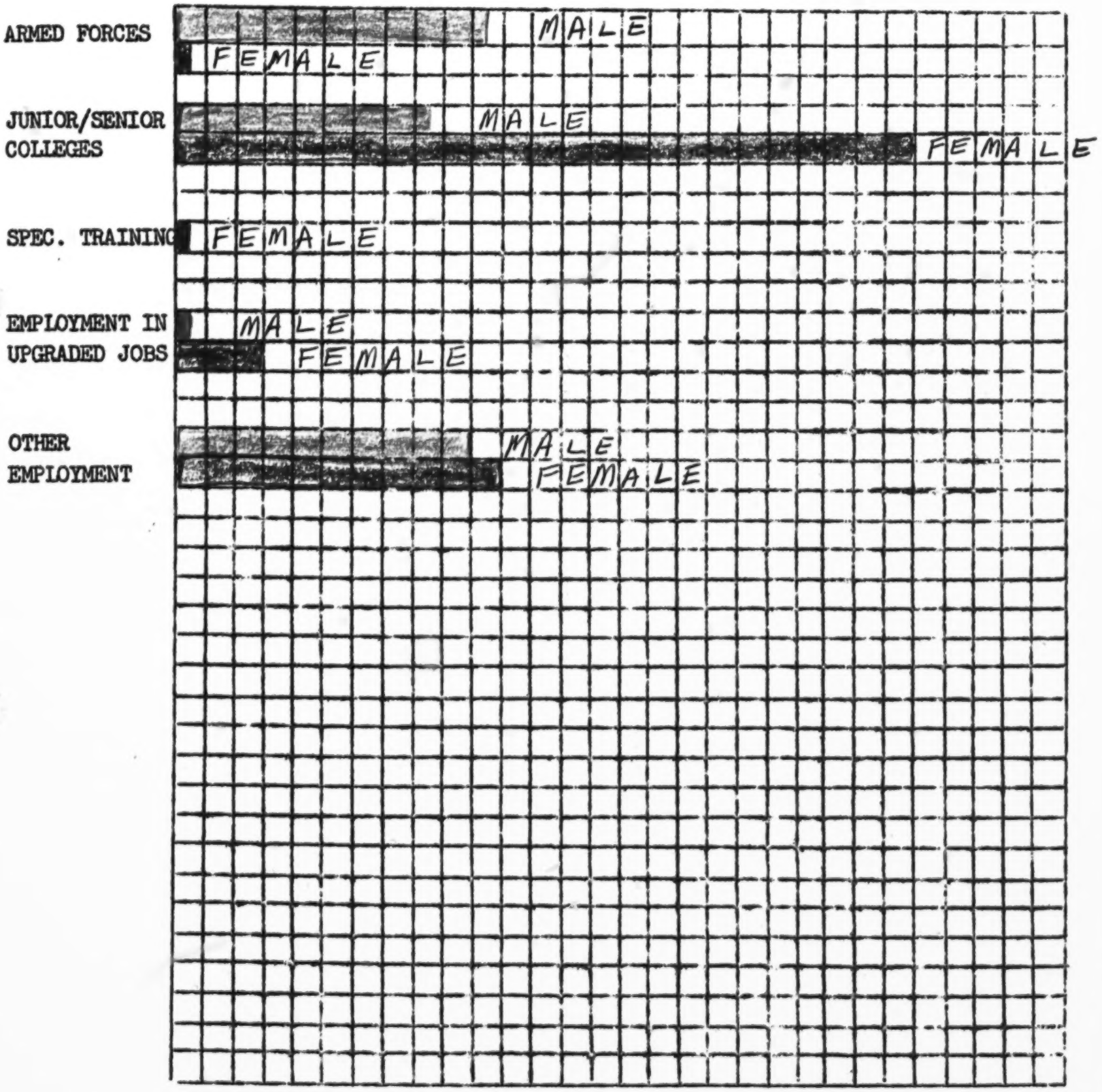
BOOKER T. WASHINGTON JUNIOR-SENIOR HIGH SCHOOL, MIAMI, FLORIDA

Guidance Staff Compilation -- 1965 Graduates

Male 94
Female 131

Total in Follow-Up
Male 59 = 26% of Total
Female 80 = 36% of Total

□ = 2



RECOMMENDATIONS

As a result of the experiences of the guidance specialist, it is recommended:

1. That research of this nature should be conducted by representatives working in pairs, preferably males, due to some unpleasant situations and conditions that prevail in ghetto areas.

2. When planning the budget, the cost should be considered for operating an automobile during the follow-up research program.

3. The Control group should be selected in another school comparable to the school from which the Experimental group has been chosen.

4. A staff should be allocated to serve as a liaison between the Experimental and Control groups of the two schools.

5. Complete case studies should be made for each student in both the Experimental and Control groups. The case studies reveal intangibles which are not demonstrated by statistical analysis.

6. Adequate supplies, equipment, facilities, etc., should be provided prior to the initiation of the program.

7. Curriculum writers should be provided as full time personnel to edit, revise, and develop new materials to meet individual needs.

8. Statistical analysis research should not be used during the program. Short and long progress reports should be utilized to measure the progress toward meeting specific goals. A complete statistical follow-up should be made at the conclusion of the program.